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ABSTRACT

Prepared to assist school staff in the development of community resources in the career education process, the document provides suggestions and guidelines for the recruitment of community resource personnel to help orient students to the world of work. The program implemented by Prince George's County Public Schools, Maryland, serves as the basis for this report. Career development in terms of community resources, objectives, and goals are discussed. Community resource persons should be used when they motivate, enhance, or add to any classroom unit of study. A list of approaches is given, including contacting civic organizations, surveying the school community, and contacting county agencies. Preparations for developing a working relationship between the community and school includes: inservice training for school personnel, regarding career education; well planned and scheduled visits by resource persons; well prepared field trips; and thorough teacher followups. Suggestions to aid in the planning of a career day or night program, involving numerous consultants and resources, are given. Forms and letters used to implement the community resource program are appended. (LH)

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ED117328

CAREER DEVELOPMENT: A Community Approach
IN
THE PRINCE GEORGE'S COUNTY PUBLIC SCHOOL

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Prince George's County Public Schools
Upper Marlboro, Maryland

Carl W. Hassel
Superintendent of Schools

September 30, 1973

CE 005-745

ACKNOWLEDGMENTS

This booklet was prepared by a team appointed by Dr. Annabelle E. Ferguson, to assist teachers and guidance counselors in the development of community resources in the career education process. The members of the team were:

Dr. Lee Bowen, Career Development Specialist,
Guidance Department, *Chairman*

Mrs. Theresa Gushee, *Resource Teacher*, Oakcrest Elementary School

Mrs. Fern Nicholas, *Guidance Counselor*, Bladensburg Senior High School

Ms. Marjorie Spirer, *Social Studies Teacher*, Francis Scott Key Junior High School

The committee wishes to express its appreciation for the assistance of:

Mr. Edward Felegy, *Director of Pupil Services*

Dr. Annabelle Ferguson, *Area Director*

Miss Joan Myers, *Graphic Artist*

The report was reviewed by the Office of Publications to whom we extend our gratitude.

PREFACE

The suggestions and guidelines contained in the booklet are provided to assist the school staff in recruitment of community resources for career development and general support of the school program.

The classroom teacher and guidance counselor cannot be expected to be an authority on the multitude of careers in our rapidly changing society — there are, however, authorities in the community. The businessmen, professions, service agencies and parents who make up the community have this expertise. They have expressed an interest and willingness to share these resources for the benefit of our young people, K-12, but they need to know how this can best be done. This is why we as teachers, counselors, supervisors and administrators must constantly seek better ways to improve communications and exchanges with these vital resources in the school community. It is hoped that the guidelines suggested in this publication will help to achieve these goals.

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CAREER DEVELOPMENT: A Community Approach

Career Education is not a new school subject nor should it be separate from the regular curriculum. It can be incorporated into all school subjects as a means of showing relationships between what the students are doing in school and the world of work. The community abounds with resource persons who will help the classroom teacher develop this relationship.



Career Education is a team effort and should include:¹

- the classroom teacher
- the home and family
- the business community
- the guidance counselor
- vocational skill training

¹ Kenneth B. Hoyt, Rupert N. Evans, Edward L. Mackin and Garth L. Mangum, *Career Education: What It Is and How To Do It* (Olympus Publishing Company, Salt Lake City, 1972), p. 10.



Clyde Grimm, of Lawrence and Grimm, displays a model of a Prince George's County school to students at Francis Scott Key Junior Career Day

WHAT IS A COMMUNITY RESOURCE?

A community resource is any person or persons, other than the classroom teacher, who is involved in helping students better understand and appreciate their particular area of study or interest. For example, (1) a parent volunteering to help elementary students with a "hands on" project, i.e., planting a garden as an integral part of a science unit; (2) an eighth grade music class spending the day at Wolf Trap Farm viewing all aspects of a musical production with people whose careers are in the field of entertainment; (3) staff members of an area hospital speaking to a health class or a social studies class about opportunities in health careers.

Objectives for Developing Community Resources

Community resources should be used on all educational levels to support the general educational goals, kindergarten through adult. The information in this publication relates to a design for a program for pupils in kindergarten through the twelfth grade. This program includes the following objectives.

- To identify and involve community resources that can contribute to career education.
- To utilize community resources more effectively in the area of career education.

- To coordinate the efforts of school and community in providing valid career information to students.
- To develop more opportunities for learning experiences beyond the classroom walls for the purpose of orienting students to the world of work.
- To involve cooperatively teachers, counselors, parents and other community resources in career development.

Some of the goals at the respective school levels are:

Career Awareness (Grades K-6, Developing interests and attitudes)

- Self-understanding
- Relating to others
- Developmental decision-making
- Developing positive attitudes of self
- Integrating values of a work-oriented society into a personal value system
- Awareness of the interdependency of all persons in this society



Owens Road Elementary youngsters learn the fine points of printing from a student at Crossland Vocational Technical School

Career Exploration (Grades 7-9, Exploration of attitudes and interests and how they might relate to the world of work)

- Self-awareness
- Exploratory experiences in careers and avocations
- Acquisition of knowledge about life and work
- Educational decisions according to career interest

Career Choice and Preparation (Grades 10-12, Consolidation of prior experiences to make more meaningful decisions)

- Self in focus
- Personal independence
- Awareness of the interdependency of all societies
- Curricular decisions according to career awareness

WHEN TO USE COMMUNITY RESOURCES

Community resource persons should be used when they motivate, enhance or add to your class or school program. Teachers are encouraged to use resource persons in their class as an extension of any unit of study. For example, a second grade pet unit could be enlivened if the local veterinarian were invited to discuss and demonstrate the care of pets, at the same time the young students are exposed to the occupational field of veterinary medicine. Perhaps a tailoring student from one of the local colleges would help students in a junior high sewing class design an original pattern. Depth could be added to a high school geometry class if a surveyor hosted a group to demonstrate the practical field application of basic geometry. As they examine and use some of the survey instruments, they are exploring another occupational choice.

Remember: A Community Resource should not be used as a teacher substitute or as student entertainment!



A Senior high student provides "hand on" experience for two prospective chefs

HOW TO OBTAIN COMMUNITY RESOURCES

Some approaches are listed, however the staff and students in the local school can develop many more.

- Survey parents, students, teachers, friends and associates
- Contact community business, industries, and services
- Check with the guidance department in your school
- Contact the Central Office Career Education Department, and the Guidance Department. (An Assistant Supervisor of Guidance is assigned to the Northern, Central and Southern areas of the county.)
- Contact civic organizations, i.e., Lions Club, Boy Scouts, Senior Citizens, local religious groups, etc.



The initial recruitment and welcome will set the tone for the program.



Ninth grade students from Beltsville, Buck Lodge and Martin Luther King get a closeup of the Construction Career Cluster

HOW TO PREPARE FOR THE IN-SCHOOL COMMUNITY RESOURCES

Thorough preparation is important in developing a worthwhile program for both students and the resources. Establishing a good working relationship between the community and the school begins with proper preparation.

Many of the preparatory steps are the same whether you are having speakers in the classroom, taking the class on a field trip, or running a one-shot career day or night.

Preparation for Use of the Resource Person in the School

In-service training for all school personnel early in the year is desired. If this is not possible, a discussion at a general faculty meeting is recommended. Introducing new approaches to standard curriculum is always difficult; "new math" did not develop overnight, so don't be discouraged if many staff members turn off to the career idea. Start with whomever you can. Others will join as they see how successful your program is — your students will be a catalyst.

Clear dates with your school calendar in order to avoid conflicts with other scheduled events. There could be embarrassment if three-fourths of your class is at a football game when the speaker arrives.



John Thompson, former Boston Celtic, raps with Hyattsville Junior students about professional sports.

Contact resource persons initially by phone, determine their availability, explain what educational goals you have in mind for their visit, and discover what their expectations are of you and the students. Most resource people are not able to initiate a lesson for your students but would rather have direction from the school personnel.

Encourage administrative support by keeping them informed at every step. If you have the administrators behind you, half your battle is won. Without their support your program will not get off the ground.

Send a letter to the speaker two weeks prior to the date. The following should be included:

- Confirmation of date and time.
- A map with directions to the school.
- An outline of what you would like covered.
- A self-addressed post card inquiring as to audiovisual materials needed and lunch intentions

Keep All School Personnel Informed. Remember the Five "W's"!

- **WHO** is coming
- **WHY** they are coming
- **WHEN** they are expected
- **WHAT** they are expected to do
- **WHERE** the program will take place



Make in-school adjustments well in advance.

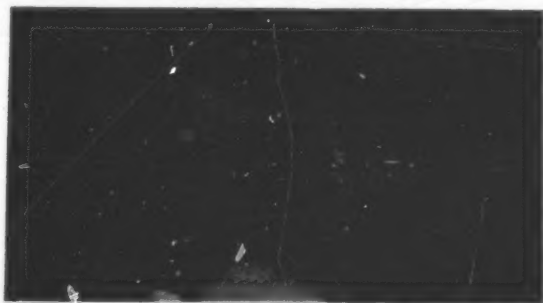
Give a list of needed AV equipment and the place where it is to be used to the AV Specialist one week prior to the presentation.

A student or students will be needed to greet guests. This is a perfect place for student involvement. Service clubs such as FTA, Student Government, etc. are ideal places to involve these students.

Remember: Student Involvement Needs Adult Guidance!

Call your resource person or persons a few days before the event as a reminder.

Prepare students with a proper background so that they may relate intelligently with the resource person or persons. The media specialist and guidance office can supply information and support during this phase.



Ms. Diane Ives of Warner Plumbing Company demonstrates faucet repair and soldering at Montpelier Elementary

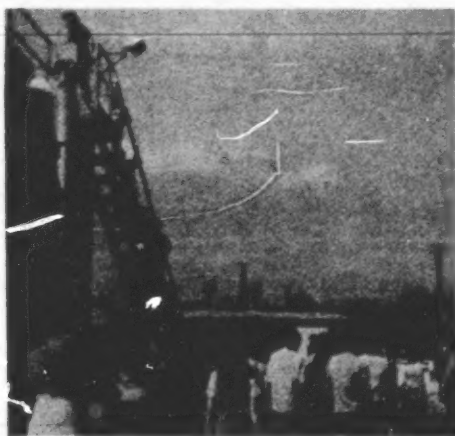
Preparation for Use of Out-of School Resource.

Follow preparation for use of in-school resource.

Follow all Field Trip regulations. Be sure to alert cafeteria manager of the number of students who will be out of the building.

Call and reserve buses as far in advance as possible and reconfirm the day before.

Visiting resource before the trip is always recommended so that you are familiar with the program offered and the host is alerted to your educational objectives.



Students interested in environmental careers visit the sewage treatment facility at Landover Mall

FOLLOW-UP

The follow-up portion of the program is one of the most important and affords many learning opportunities.

- Prepare thank-you notes and send to all concerned. This is a must, Personal notes from the students are preferred.
- Have speakers, career projects, field trips, or any other program evaluated by the resource persons involved as well as the students and teachers.
- Review your program evaluation with the administration.
- Share your ideas with your staff if you feel you had success extending your curriculum through a community resource.



Local sportscaster, Len Hathaway, accepts key to Owens Road Elementary during a career conference

THE CAREER DAY/NIGHT PROGRAM

A developmental career program is encouraged which is on-going throughout the school year and which involves all members of the school staff and of course, all students. A fourth grade Maryland unit can include a visit to a nearby farm or the tobacco warehouses in Upper Marlboro, whereas a twelfth grade Problems of Democracy class might spend a day in a courtroom setting. It is suggested that this tact be taken when and where appropriate in the respective curriculum.

Some schools opt for a one-shot day or evening program at which time numerous consultants and resources are coordinated in a comprehensive program. Some helpful tips should be reviewed with the staff and students who decide on this route.

On Career Day, the coordinator of the program should have sufficient freedom and flexibility to see that plans are being executed and to make last minute preparations for the speaker who is delayed or unable to appear.



Three aspiring astronauts and their guidance counselor thank Sidney Jones of NASA by presenting a model rocket they built in their career hobby class. Mr. Jones assisted them in their science and math projects.

- Adhere to all guidelines recommended for in-school community resources.
- Schedule student hosts/hostesses to arrive early to greet guests. (Guest register and name tags should be ready)
- Have teacher assignments and student class lists in mail boxes prior to the Career Day.
- Consider the staff in area assignments. Perhaps the math teacher is interested in hearing the accountant or bookkeeper. Do not ask a staff member to sit through the same presentation four times — offer some variety.
- Enlist the support of the students and staff who might not be directly involved in the program.
- Encourage a short assembly program that allows all guests to be introduced to students who might not otherwise meet them and also allows a choral or instrumental group to perform. The performing group and guests usually enjoy this opportunity.
- Point out rest rooms and faculty lounge.
- Develop the program. This is the responsibility of the school — not the consultant.
- Assume supervisory responsibilities — under no circumstances should a guest be left alone with a class.



Ms. Brenda House describes career opportunities at the Washington Hospital Center to Bladensburg Senior High students.

- Invite the resource person to dine with staff, students and fellow consultants — lunch can be a learning experience.
- Evaluate the program. An evaluation by the visitor is as important as the student evaluation.

Note: Some basic forms and procedures appear in the Appendix. They can be modified to suit you and the needs of your students.



Sessions with the career consultants can also be stimulating for members of the staff

CONCLUSIONS

Successful use of a community resource will leave you with the same positive feeling as any other successful teaching technique. Your resource persons will provide information on their work areas to students and through them the students will develop values and attitudes toward work. The resource persons will provide "hands on" or on-the-job experiences whenever possible. Resource persons can introduce the concept and value of an avocation. Your community resources will provide a valuable tie to the world outside the "ivory tower"; employ them as part of your regular curriculum.



Be honest in your evaluation

APPENDIX

APPENDIX A

SURVEY SHEET FOR CAREER CONSULTANTS

Thank you for taking time from a busy schedule to work with the teachers, guidance counselors and students of the Prince George's County Schools. Your efforts are appreciated. Please respond to the following questions, as this information requested will assist us in coordinating our efforts.

1. Are you or a member of your staff available to speak to student groups?
☐ day ☐ evening ☐ elementary ☐ junior ☐ senior
2. Do you wish to coordinate this effort through:
☐ Office of Career Development ☐ Requesting school
3. Can your company or place of business enter in field trips?
☐ Elementary ☐ Size of group
☐ Junior High ☐ Length of time
☐ Senior High
4. Can you accommodate a student(s) in a work situation?
☐ paid ☐ 1 day
☐ For experience only ☐ several days
5. Are films or other audiovisual materials available through your office?
☐ film ☐ other (describe)
6. Can you supply written materials about your career area?
☐ yes ☐ no
7. Please make any comments or suggestions that might help us upgrade our program.

LEE BOWEN
Career Development Specialist
Guidance Department
627-4800, Ext. 349

*Form can be used prior to visit or after visit to determine future capabilities.

APPENDIX B

Margaret A. Edmonston School
Cherry Lane
Laurel, Maryland 20810

September 22, 1973

Dear Parents,

At the Margaret A. Edmonston School we want to make the world of work an integral part of the curriculum in such classes as social studies, science, human development and math. Therefore, we would like to incorporate our community resources in these studies.

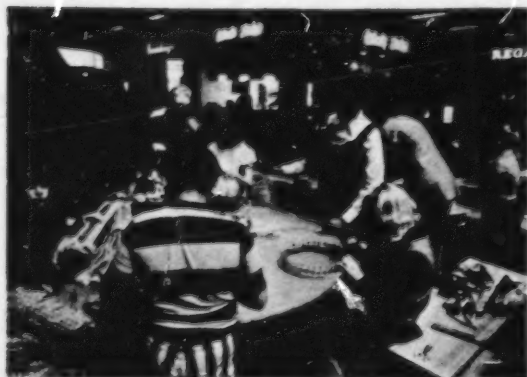
Since we feel that school is the work world of the child, we want him to gain knowledge about as many types of jobs as possible and understand their interdependence.

Along with the knowledge, the student would come to recognize a completed job and a job well done. Textbooks can provide some of this information, but we would like to solicit your help in providing additional materials for this program.

Would you please answer the following questions and return the completed form to me? Thank you very much for your cooperation in this learning experience for the children of our school.

Sincerely,

Corinne Wehr
5th Grade Teacher



Longfields Elementary students display career talents and projects at Landover Mall Shopping Center.

APPENDIX C

CAREER DEVELOPMENT PROGRAM

Student's Name _____
Last First M.I.

Father (or guardian) _____ Occupation _____

Mother (or guardian) _____ Occupation _____

Any Other family member _____ Occupation _____

Would you permit your son/daughter to visit you for one day to observe your career?

Father ☐ yes ☐ no

Mother ☐ yes ☐ no

Would you permit other students to interview you in regards to your career?

Father ☐ yes ☐ no

Mother ☐ yes ☐ no

Would you be available to visit the school for a presentation of your career to a group of students?

Father ☐ yes ☐ no

Mother ☐ yes ☐ no

Would you be available to demonstrate your hobby to a group of students?

Father ☐ yes ☐ no Hobby

Mother ☐ yes ☐ no Hobby

Do you have any ideas to share with us in an attempt to enrich our students through a Career Development Program? (Use back of sheet for comments if necessary)

APPENDIX D

Sample Copy of Letter Sent to Speakers

Dear Mr.

This is to confirm our phone conversation regarding your presentation to be held at this school on February 18, 1972. Our program is designed to acquaint all types of students, the college bound as well as the job-market-bound students, with career possibilities in your field.

We are pleased that you have been able to arrange to participate in the program for our students. Directions for reaching our school are enclosed with this letter.

We are planning to serve coffee and donuts beginning at 8:00 a.m. in our library. At 8:30 a.m. there will be a general school assembly and we would like you to be seated on the stage.

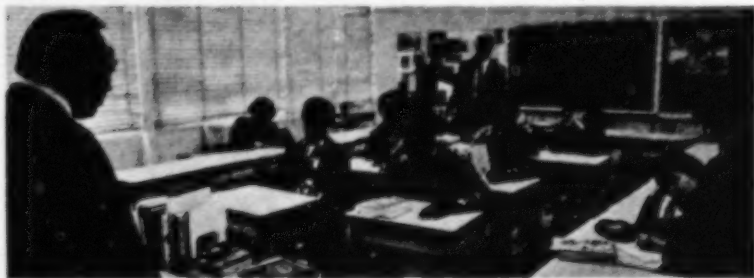
Our program will begin at 9:05 a.m. During the morning you will have four class sessions of twenty minutes each in which to make your presentation. The structure of the sessions will be your option; however, a suggested outline is enclosed for your convenience. When you arrive at school Friday morning, a student aide will direct you to parking and to the library. Your teacher host will be with you following the assembly to take you to your room.

Mr. Wayne King, our principal, extends a cordial invitation to you for lunch at our school.

We hope that you will find the morning both pleasant and rewarding. If you have any questions, please contact us.

Sincerely,

Encl



Jack Galante of Associated Builders and Contractors describes apprenticeship opportunities during Central High School Career Day

APPENDIX D (Cont'd)

SUGGESTED OUTLINE FOR CAREER RESOURCE

A. The outline listed below should help you in preparing your presentation. Remember this is only a suggested outline.

1. Duties of Occupation
 - a. Definition of occupation
 - b. Nature of work
2. Number of Workers
 - a. Number
 - b. Distribution
 - c. Openings
 - d. Trends
3. Qualifications
 - a. Age
 - b. Special qualifications
 - c. Special skills
 - d. Special tools
 - e. Tests for entering occupation
 - f. Legislation affecting occupation
4. Preparation
 - a. General education
 - b. Special training
 - c. Experience
5. Methods of Entering Occupation
6. Time Required to Obtain Skill
7. Advancement
 - a. Lines of promotion
 - b. Opportunities for advancement
8. Earnings
 - a. Beginning, average and maximum wage ranges
 - b. Fringe benefits
 - c. Other information
9. Conditions of Work
 - a. Hours
 - b. Regularity of employment
 - c. Health and accident hazards
 - d. Others
10. Organizations, Unions, Associations
11. Typical Places of Employment
12. Other Advantages or Disadvantages of Occupation
13. Typical Work Day

APPENDIX D (Cont'd)

14. Where to get Further Information
 - a. Trade or professional journals
 - b. Associations, unions
 - c. Firms, employers
 - d. Individuals engaged in occupation
15. Individual Questions and Answers



Students learn about career programs through armed services

AV Request

For my Career Day presentation on March 2, 1973, I will need the following materials:

- ☐ overhead
- ☐ filmstrip projector
- ☐ slide projector
- ☐ movie projector
- ☐ tape recorder
- ☐ other
- ☐ none



Oakcrest Elementary and Bladensburg Vocational students combine talents for a career education project at Oakcrest. Support and equipment from the business community are supplied by R.S. Hogan, Inc.

APPENDIX E

Sample Career Program

8:45 A.M. ASSEMBLY — NINTH GRADERS — MULTI-PURPOSE ROOM

Introductory Remarks Mr. Donald Kelly, Principal

Introduction of Speaker Karen Decker, President Student Council

Speaker Dr. William B. Schmidt

Area of Interest	Representative	Period			
		1 9:15 - 9:45 Room	2 9:45 - 10:30 Room	3 10:30 - 10:45 Room	4 11:00 - 11:30 Room
Airline Stewardess	Miss Anne Michel, Eastern Airlines				
Blindfolded Vocational High School	Mr. Nat Mikan, Coordinator for Vocational Education	111-A	111-A	111-A	111-A
Building Careers	Mr. Henry Fraker, Association of Builders & Contractors	Gym	Gym	119	216
Carpentry	Mr. Nicholas Long	Gym	Gym	212	Gym
Computer Technology	Mrs. Peggy Rose, Prince George's Community College	108	117	108	108
Cosmetology	Mrs. E. Haden, Lee-Francis Academy of Beauty Culture	218	216	207	210
Engineering Technology	Mr. David G. Whitworth, Prince George's Community College	111	T-4	111	111
Graphic Communications	Mr. Donald Goldman, Printing Industries of America	Conference Room, 3rd Floor — all four periods	Room 211		
Health Careers	Mr. Michael Rubin, Washington Hospital Center	110	106	110	110
Hospital Careers	Mr. John W. Lantz, Director of Personnel Relations, Prince George's County Hospital	Fac. Dis. Room	Fac. Dis. Room	206	206
Hotel-Motel Management	Miss Jean Pinner, Lavis Hotel-Motel School	Gym Exercise Room No. 3-Periods 1 & 2	106	106	106
Interior Design	Mr. Jerry Jump, Sears Roebuck & Co.	114	121	121	121
Lawyer	Attorney Joseph Asper	Library	Library	Library	Library
Marine Corps	Sgt. Maurice A. Deas	T-6	T-6	T-6	T-6
Navy	Chief, Irving L. Young	206	212	212	212
Occupography	Mr. Ernest Moore, Smithsonian Institution	107	109	204	204
Optometrist	Dr. Michael Soudman, Edgewater, Maryland	11-A	111-A	111-A	111-A
Physician	Mr. Howard Gallaway, Stending Pocket Branch, N.A.A.	Gym Exercise Room No. 1-Periods 1 & 2	120	122	122
Police and P.B.I.	Sgt. G. E. Harrison, P. G. County Police Department	T-3	T-3	T-3	T-3
Secretary	Mr. Clifford A. Lee, Gen. Acct. Office	116	116	116	116
Sheet Metal	Mr. Donald Alter, Vocational Training School	Gym	Gym	T-3	T-3
Teacher	Mr. Robert Kravchik, Potomac Senior High School	T-3	T-3	T-3	T-3
Telephone Company	Mrs. Pauline Freeman, C & P Telephone Co.	114	114	114	114
Veterinarian	Dr. A. C. Brown, Beltsville Veterinary Hospital	108	108	108	108

APPENDIX F

*NOTES OF APPRECIATION

Northern Junior High School
123 Maple Street
Prince George's County

Date

Dear Mrs. Thompson:

The administration, faculty and students of Northern Junior High School would like to take this opportunity to express our sincere appreciation to you for your participation in our career development program.

It is through efforts like this that we can make our educational program more meaningful to our students.

Sincerely,

Robert Johnson
Guidance Counselor

*You might also want to thank the:

AV Coordinator
Student Helpers
Cafeteria Manager
Home Ec Department
Custodial Staff
Staff Members

APPENDIX G

CAREER DEVELOPMENT Speaker Evaluation Form

Speaker _____

Date _____

Field or Profession _____

Age of Rater _____

Class Level _____

A. Check Yes or No

Yes No

- | | | |
|--------------------------|--------------------------|---|
| ☐ | ☐ | 1. Did speaker describe his (her) job adequately? |
| ☐ | ☐ | 2. Were education and/or special talents needed for the job discussed? |
| ☐ | ☐ | 3. Were working hours stated? |
| ☐ | ☐ | 4. Did speaker talk about salary and benefits? |
| ☐ | ☐ | 5. Were opportunities for advancement mentioned? |
| ☐ | ☐ | 6. Was the working environment described? (Working Conditions) |
| ☐ | ☐ | 7. Did speaker talk on a level you could understand? |
| ☐ | ☐ | 8. Did speaker mention undesirable as well as positive features of the job or profession? |
| ☐ | ☐ | 9. Was the outlook for the future projected? |

B. Rate the speaker on information given, description of the job, coverage of the area and overall value as far as making you better informed. Rate 5 as highest to 1 as least high.

Circle: 5 4 3 2 1

C. Make a short general comment on the total presentation. Was it helpful? Could it be improved? Might it help you indecision making? Did it clear up areas about which you didn't know, etc?